Parent Engagement, Enrichment & Resources (PEER) Ambassador

Workbook

Communities that Care

COALITION

PREVENTION SOLUTIONS@EDC

Using This Workbook

As you complete your training modules online you will find exercises to complete, but there won't be a way for you to complete these online. Print this workbook (or ask staff to print it for you) so that you can complete the exercises with paper and pen as you work your way through the modules.

You can bring your workbook to meetings with your Host Site Supervisor to go through your responses together.

You do not need to turn this workbook in and it will not be "graded" in any way - it is just to help you learn!

Module 1

1.1. Building Strong Family Relationships

Imagine talking to a fellow parent who tells you they are struggling to connect with their two children—ages 11 and 13. Based on what you read/watched, think about two or three different strategies to suggest to this parent for connecting with their children. What would you recommend they try doing or try changing in terms of their behavior or family routines?
Need more information? You can look for more information in other resources such as the Parent Toolkit or a Fine Parent site.

1.	
2.	
3.	

1.2. Effective Parent Communication

If a fellow parent asked you for advice on how to best speak to their child, what would be three tips you would provide based on the article and video you watched?

1.	
2.	
3.	

1.3. Difficult Conversations

A parent in your neighborhood calls you and tells you that their spouse suffered a non-fatal overdose and is currently in the hospital. What scares the parent the most is having to explain what happened to their 12-year-old child. Search for information in any of the three resources above that will provide you with the type of recommendations you can give to the parent. Write down three key messages you would share with this parent.

1.	
2.	
3.	

1.4. Identifying when your child might be struggling

Pick three of the challenges children may face listed above. For each one list two signs that a child facing each struggle might show.

Challenge	**Signs**
	1.
	2.
	1.
	2.
	1.
	2.

1.5. Building Children's Social Skills and Emotional Skills

For each of the type of competency below, list 2 things parents can do to support children build that competency. To complete this exercise, use the Parent Toolkit Social & Emotional Development site. You might need to click around to find the information you're looking for!

SEL Competency	Tips for Parents to Help Children Develop the Skill
Self-Awareness	**1.**
	2.
Self-Management	**1.**
	2.
Social Awareness	**1.**
	2.
Relationships	**1.**
	2.
Responsible Decision-Making	**1.**
	2.

1.6. Setting rules and monitoring behaviors

1.	
2.	
3.	

Module 2

Toolkit Scavenger Hunt

Step 1: A parent has come to you asking for help. In the first column, a parent describes their need. By navigating the toolkit, find a resource that would be most beneficial to that parent. Do this for all three sections.

Step 2: Now that you have completed Step 2, it is your turn to come up with the type of needs you may get from parents, and to find the resources that can help address these needs. Write three potential parent needs for each sections. Then find the resource and add it to the charts below.

Community Resources Chart

Example of Need	Type of Resource
1. "I live in Orange. Since I've lost my job, I haven't been able to afford to buy groceries for my children. Do you have a phone number/address of a food pantry in my area?"	*(Hint: Look 4 Help lists food pantries)*
2. "A loved one who lives in Greenfield has been struggling with a substance use disorder, do you know where s/he can go for help in their area?"	
3. "I am in an unhealthy relationship, where I suffer from abuse. I want to find a place where they can help me deal with domestic violence. Where can I go for help?"	
4.	
5.	
6.	

Parenting Resources Chart

Example of Need	Type of Resource
1. “During quarantine, I have noticed that my child’s anxiety has increased. How can I help him/her manage their anxiety?”	
2. “It feels like the ONLY thing my son wants to do is play videogames, and if I try to limit his gaming time he gets so angry. I’m not sure what to do. Can you give me any information that will help me?”	
3. “At what age is it appropriate to start talking to my child about alcohol and other drugs? And what do I say?”	
4.	
5.	
6.	

National and State Hotlines Chart

Example of Need	Type of Resource
1. “Since I lost my family member to suicide, I have been really struggling. Is there someone I can talk to? Do you have a phone number I can call?”	
2. “My child came out as gay and seems to be struggling to get accepted by his friends. How can I help him? Is there someone I can call?”	
3. “My teenager seems depressed, he’s just not himself. I know he is struggling, and I wish he could talk a professional. Do you know of a place he call to talk about his struggles?”	
4.	
5.	
6.	

Module 3

3.1 Create your confidence-building plan

Tips or Ideas that resonated with you:	What will you do to act upon this tip or idea?
1.	
2.	
3.	
4.	
5.	

3.2 Practicing Listening Skills

Listening Skill	Your Self Rating	Your Partner's Rating	Notes
1.	1 2 3 4 5	1 2 3 4 5	
2.	1 2 3 4 5	1 2 3 4 5	
3.	1 2 3 4 5	1 2 3 4 5	
4.	1 2 3 4 5	1 2 3 4 5	
5.	1 2 3 4 5	1 2 3 4 5	
6.	1 2 3 4 5	1 2 3 4 5	
7.	1 2 3 4 5	1 2 3 4 5	
8.	1 2 3 4 5	1 2 3 4 5	
9.	1 2 3 4 5	1 2 3 4 5	
10.	1 2 3 4 5	1 2 3 4 5	

3.3 The Do's and Don'ts of Building Relationships

Based on the items you read/watch above, develop your list of do's and don'ts of building relationships.

Do's	Don'ts
1.	**1.**
2.	**2.**
3.	**3.**
4.	**4.**
5.	**5.**
6.	**6.**
7.	**7.**
8.	**8.**
9.	**9.**
10.	**10.**

3.4 Identifying and Addressing Needs

The article, "The Different Types of Social Support" identifies these four types of support: informational, esteem, tangible, and emotional. For this exercise, imagine yourself talking to a different parent. For each type of support in the table in the next two slides, write down the types of needs they may have that can be addressed by the type of support, and in the third column write down specific examples of support you can provide based on the type of support. An example for each is provided below.

Remember: You can use the *Resource Toolkit* to find more information about resources and types of supports you can offer parents.

Type of Supports	Example of Need	Example of Support
Informational	"I think my child has a disability and may need special education services. How can I find out more about special education services?"	Refer them to A Parent's Guide to Special Education
Esteem	"I just don't feel like I am a good parent."	Provide words of encouragement: "Even though children have a hard time saying it, I am sure they appreciate all you do for them."

Type of Supports	Example of Need	Example of Support
Tangible	"Since I've lost my job, I haven't been able to afford to even buy groceries to feed my children."	Refer them to their local food bank by searching The Food Bank of Western Massachusetts.
Emotional	"My marriage is going through a difficult patch, I think we are heading to divorce."	Provide an empathetic ear.

3.5 Implicit Bias

Exercise 1: Once you watch at least one of the videos on implicit bias, write down below your reflections. Did the video help you reflect on any type of implicit bias you hold? Are there ways you can think of to reduce your implicit bias?

Exercise 2: The table below will help you keep track of specific tips you can use to increase your cultural awareness. Look back at your notes from reading the five articles above, and choose five tips or ideas from the articles that resonated with you the most. For each tip or idea, write down what specifically you can do to act upon it.

Tips or Ideas that resonated with you:	What will you to act upon this tip or idea
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

3.6 Avoiding Stigma

Look at the list of stigmatizing words available in the three articles below. Are there any words that you tend to use, or you hear others use? In the table below, write down the words that you tend to use or hear others use more often. Then write down the non-stigmatizing terms you would like to use yourself and/or have others use.

- ShatterProof: Stigma-reducing language
- Guide to Avoiding Stigmatizing Language
- Words Matter: Terms to Use and Avoid When Talking About Addition

Replace…	With…
1.	**1.**
2.	**2.**
3.	**3.**
4.	**4.**
5.	**5.**

3.7 Recognizing Different Family Structures

Exercise 1: Select one of the family structures of the five listed in the previous slide (select one that you are not already familiar with). Read the related resources and then answer the following questions:

1. What is one thing that surprised you about the type of family dynamic you read about?
2. What type of advice would you provide to a parent or grandparent in that type of family dynamic?

Exercise 2: Select one of the family structures of the five listed in the previous slide (select one that you are not already familiar with). Read the related resources and then answer the following questions:

1. Think about the families that you know and have known: who makes up those families? Are there any you might consider "unconventional"? Describe them here.
2. Think about your own values and experiences, and now think about how you might react to a family with a very different structure than you are familiar with. Do you think you will treat them the same as other families that you know? If so, how?

Module 4

4.1 Reflecting on Your Choices of Parents

Exercise 1: Below are sentences to help you reflect on the types of parents you may want to reach to as a PEER Ambassador. Complete each sentence:

The people I feel most comfortable talking to are…
The parenting issues I am most passionate about are…
The people I most want to help succeed are…
Talking to people I know well (e.g., neighbors) about difficult issues makes me feel…
Talking to people I know somewhat well (parents of children from my child's school) about difficult issues makes me feel…
Talking to people I have never met before about difficult issues makes me feel…

Exercise 2: Did filling in these sentence stems help you decide what type of parents you want to reach? Consider these other characteristics of people you may want to reach:

- Their age
- Their children's age
- People who share your ethnic, racial, linguistic, cultural, or religious background
- People who have undergone similar experiences to yours
- Parents in your community who may need assistance, but are afraid to identify themselves

Write below a description of your target audience:
Ex: I am most interested to speak to other parents who have children my children's age (e.g., 5-9 years of age), as well as parents who are Hispanic like me. I am also interested in talking to single mothers in particular because I am a single mother and can relate to their experiences.

4.2 Developing Your Elevator Speech

Pretend you are at a fair in your child's school. You are planning to engage at least three other parents in your child's grade as a parent leader—offering resources and tools described in module 2. Prepare a thirty-second speech that you will use to introduce yourself and your role as parent leader. Use the information from the articles above.

4.4 Action Plan

Target Population	Messaging	Strategy	
		Venue/Medium	Strategy
Ex: Parent of children in my child's school	*Ex: My name is …,* *I am the parent of…* *I am also a parent leader for the [agency]* *I want to talk to you about…*	*Ex: Back to school night*	*Ex: Set up table in lobby with permission from school officials*